DOCUMENT RESUME

ED 073 497 CS 500 163

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TITLE Teaching Communication and Contemporary Dissent.
PUB DATE Dec 72
NOTE 13p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Students; *Communication (Thought Transfer); *Conflict; Course Objectives; Curriculum Guides; *Dissent; *Educational Strategies; Minority Groups; *Persuasive Discourse; Political Attitudes; Rhetoric; Social Attitudes

ABSTRACT

The rise of persuasive agitation within the past decade has led to the development of courses in contemporary dissent and a reexamination of persuasive practices in society. This study examines the issues raised by these courses and proposes a detailed approach to the teaching of communication and contemporary dissent. Special recommendations are proposed for successful teaching and testing strategies, based upon the author's experiences in three years of teaching a dissent course. The development of course objectives, basic reading, selections and classroom procedures designed for study in the areas of freedom of speech; contemporary advocacy and social order; and social movements are specifically addressed. A sample course syllabus of six units: the Movement for Equal Rights, Student Activism and Campus Protest, Women's Liberation, the Chicano Movement, the Indian Movement, and the Radical Right accompanies the main text. (LG)

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TEACHING COMMUNICATION AND CONTEMPORARY DISSENT

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This is probably the time to ask, "Where have all the social movements gone? Long time passing." Less than six months ago, the young, the liberal, the reformers were congratulating themselves on the process of nominating Sen. George Mc Govern. For a brief moment it appeared as though years of agitation from the peace movement, and minority groups had helped to capture the silent majority or the counter-culture or both. What happened to the candidate, of course, is now easy for us all to describe. But where was the great mobilizing power of social movements that hastened LBJ's retirement, inspired nonviolent resistance to the draft, stimulated campus activism, and gave new ibility to minority demands? Essays attempting to answer these questions are slowly emerging and this brief talk will not be an effort to answer that question. But I raise it in connection with a course on Communication and Contemporary Dissent because it is obviously related to the environment of a course that was created as a vehicle for studying the discourse of protest from the right as well as the left. If all dissent has been muted, whether from fatigue or repression or satisfaction, there is little left to study. What I am implying is that this course proposal may sound more historical than it did two years ago or even a year ago. I still believe that the persuasive campaigns of social movements in the 1960's and early 1970's has done more to shape our private and

CS 520163

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public discourse than any other recent social activity and for that reason alone deserves critical study. Although they may not share this rationale, sixty-five undergraduates at the University of Texas at Austin have signed up for the course this spring and apparently share my enthusiasm for the subject.

My plan for this afternoon is a simple one: (1) to state the course goals, (2) to list the course content, and (3) to describe the instructional procedures in sufficient detail for you to ask questions or give me further aid in teaching it.

Course Objectives

Students who complete the course should be able to:

1. Name and describe the basic components of social movements as proposed by contemporary social theory.
2. Compare one social movement with another in its use of agitative strategies and tactics as defined by Bowers and Ochs.
3. Identify two major advocates and characterize their persuasive strategies for each of the six movements studied in the course.
4. Name the language and nonverbal communication variables which distinguish the discourse of agitation from the discourse of control.
5. Illustrate the influence of channels upon messages by stating specific examples from each of the movements.
6. Formulate and defend a philosophy of freedom of speech based upon personal and Supreme Court responses to the needs of social reform groups and to the need for public order.
7. Conduct and report a detailed investigation and assessment of the communication strategies of a movement not studied in class.

Content

The heart of the course is the discourse of six movements: their speeches, songs, poems, essays, manifestos, petitions, letters, diaries, posters, plays, newspapers, journals, and books. The divisions are:

UNIT I Movement for Equal Rights (3 weeks)
UNIT II Student Activism and Campus Protest (3 weeks)
UNIT III Women's Liberation (2 weeks)
UNIT IV Chicano Movement (2 weeks)
UNIT V Indian Movement (2 weeks)
UNIT VI Radical Right (2 weeks)

Instructional Strategies

The material for those units comes from publications by members of the movements and analysts of dissent. This semester the basic book list consists of Mitchell Goodman's THE MOVEMENT TOWARD A NEW AMERICA (1970), the bible for the course or as the student's describe it the "telephone book". It is 752 pages of reproductions of agitative discourse and photographs that surpass any other anthology. It is truly the rhetoric of our times. Part of the theory comes from Bowers and Ochs', THE RHETORIC OF AGITATION AND CONTROL; the rest comes from lectures on social movements and persuasion. The basic instruction on freedom of speech focuses on the concepts developed by Robert M. O'Neil's FREE SPEECH, 2nd ed. (1972). For the unit on the Chicano movement students master Joan W. Moore and Alfredo Cuellar's MEXICAN AMERICANS (P-H, 1970). This work is appropriate for the Southwest and West. I would recommend that you find a work that meets the

needs of students in your area.

The class itself is directed and taught by an instructional team co-ordinated by me. The team consists of two undergraduates who were in the course last year and two graduate students who act as consultants on specialized areas within the course--one on resources such as films, media shows, community experts and another for the Chicano unit. All the help is from unpaid volunteers. I am creeping toward the Keller method of instruction but lack the resources to adopt it at this point.

There are four instructional strategies employed in this design: (1) individualized instruction for the Indian movement and segments of the women's liberation movement (2) small group interaction on readings in the Goodman books (3) computer managed instruction for the material in the RHETORIC OF AGITATION AND CONTROL and FREE SPEECH, and (4) personal or group projects for units 3-6. It is obvious from this description that I am eclectic and not a revolutionary in teaching methods. But by using this mixture of styles I satisfy the dean, the students, and myself in that order.

There is much more that I would like to say about instructional strategies but I have one to recommend regardless of what you teach if you want students to master a collection of concepts. It has revolutionized my testing procedures and consists of batch mode processing using the EDSTAT computer program.

The procedure is an easy one to learn. A list of instructional objectives is prepared for each unit of the course. If mastery of concepts in one book is demanded, then a list of objectives with the page citation is prepared and distributed to the students. A time for the first test is announced and then students are examined by a multiple choice examination consisting of 100 items

usually covering 35-60 items. Answers are transferred from IBM answer sheets to data cards and scored by the computer according to which objectives are missed. Each objective has 1-5 questions directly related to it randomly placed in the examination. The students receive a computer printout strip, within three hours on some occasions, telling them which objectives they missed. They restudy the objectives and retake the same examination a second and final time. They are given credit for the higher score divided into the percentiles of 100-90 A, 89-80 B, 79-70 C, 69-60 D, and below 60 F.

The fundamental assumptions made for this course are similar to the ones Carl Rogers proposed a few years ago. He wrote:

1. Human beings have a natural potentiality for learning. They are curious and eager to develop.
2. Significant learning takes place when the subject matter perceived by the student as having relevance for his own purposes.
3. Much significant learning is acquired through doing.
4. Learning is facilitated when the student participates responsibly in the learning process.
5. Self-initiated learning, involving the whole person of the learner--feelings as well as intellect--is the most pervasive and lasting.
6. Creativity in learning is best facilitated when self-criticism and self-evaluation are primary, and evaluation by others is of secondary importance.[1]

1. Carl Rogers, "The Facilitation of Significant Learning," Instruction: Some Contemporary Viewpoints, ed. Lawrence Siegel, (Scranton, Pa.: Chandler Publishing Co., 1967), pp. 41-42.

A pre- and post-test will be given in the course to determine the effectiveness of the teaching strategy. Students will also complete an evaluation of the instructor. I hope the comments are as revealing as the one from a student last year who reported, "The instructor doesn't say 'fuck' very often." I guess every system of teaching has its weaknesses.

COMMUNICATION AND CONTEMPORARY DISSENT

Speech 340K

D. W. Zacharias

Required Textbooks

John Bowers and Bonovan Ochs, The Rhetoric of Agitation and Control, Addison-Wesley. (Paper)

Mitchell Goodman, The Movement Toward a New America. Pilgrim Press Alfred Knopf. (Paper)

Robert N. O'Neil, Free Speech. 2nd edition, Bobbs-Merrill. (Paper)

Joan W. Moore, Mexican Americans, Prentice-Hall. (Paper)

UNIT I Movement for Equal Rights (3 weeks)

A. Characteristics of the Rhetoric of Agitation and Control

B. Demands for Civil Rights

C. Black Power Agitation

Required Reading

Bowers and Ochs, The Rhetoric of Agitation and Control, Chapters 1, 2, 3, 6, and 7.

Goodman, The Movement Toward a New America, Read the items listed below:

p. 124 "I'm a Man I'm a Strong Man"
Ramparts

p. 125 "Huey Newton Talks in Prison"
San Francisco Chronicle (posters, party, integrity, etc.)

p. 137 Dr. King Planning Protests..."
New York Times

p. 140 "Peculiar Music of this Gathering Struggle"
Liberation

p. 180-184 "Stokely Carmichael - A Declaration of War"
San Francisco Express Times

p. 189 "Never Let Them Rest"
Liberation

p. 191 "Address by Eldridge Cleaver"
Ramparts

Required Reading (con't)

p. 210-211 Rules etc. of Black Panthers
1966 Black Panther

p. 212-216 "Huey Newton talks to Movement..."
Movement

Recommended Reading

Art Smith, Rhetoric of Black Revolution

Jerome Skolnick, The Politics of Protest

Robert Scott and Wayne Brockreide, The Rhetoric of Black Power

Hallock Hoffman, "A Failure to Communicate (a study of Soul Radio)," The Center Magazine, I, 24 - 32.

Anthony Earl, Picking Up the Gun: A Report on the Black Panthers

Eldridge Cleaver, Post-Prison Writings and Speeches

Jane F. Connell, "The Black Panthers: Black Power as Revitalization," M. A. Thesis, University of Texas, 1969.

UNIT II Student Activism and Campus Protest (3 weeks)

A. Guarantees of Freedom of Speech

B. Students Participation in Social Movements

1. Civil Rights

2. Free Speech and Campus Reform

3. Peace Movement

4. Ecology Movement

Required Reading

O'Neil, Free Speech, 2nd edition, Chapters 1 - 6

Bowers and Och, Rhetoric, Chapter 5

Goodman, Movement Toward A New America

p. 525 "Two, Three, Many Columbias"
Ramparts

p. 527-528 "Mighty Madison Behind the Lines"
San Francisco Express Times

p. 529 "Santa Barbara!!"
Kaleidoscope

p. 335 "Student Spring Offensive On"
Guardian

p. 518 "Anti-Oil Crowd Storms..."
San Francisco Chronicle

p. 519 "Ecology and/or Police State"
Earth Read-Out (ERO)

Recommended Reading

Franklyn Haiman, Free Speech: Issues and Cases

Alexander Meiklejohn, Political Freedom

Zechariah Chaffee, Free Speech in the United States

Robert Summers, Free Speech

Art Fortas, Concerning Dissent

Hal Draper, Berkeley: The New Student Revolt

Joanne Grant, Confrontation of Campus

Max Heirich, The Free Speech Movement at Berkeley

Louis Minashe and Ronald Radesh, Eds., Teach-Ins

Owen Knorr and W. John Minter, eds. Order and Freedom on the Campus

Richard Peterson, The Scope of Organized Student Protest in the U. S., 1967-68

Robert Hughes, ed., Film: Book 2: Films of Peace and War

D. W. Zacharias, In Pursuit of Peace

Skelnick, The Politics of Protest

Ithiel de Sola Pool, Communication and Values in Relation to War and Peace

A. I. Waskow, The Worried Man's Guide to World Peace

"War and Peace" Today's Speech, Special Issue, September, 1969.

Paul Hoffman, Moratorium: An American Protest

Cox Commission, Crisis at Columbia

John G. Mitchell, ed. Ecotactics: The Sierra Club Handbook for Enviroment Activists

UNIT III Women's Liberation (2 weeks)

A. Development of the Movement

B. Leadership Styles

C. Change Strategies

D. Social Impact

E. Countermovement

Required Reading

Goodman, Movement Toward A New America (Read the Items listed below)

p. 40 "Southern Women Talk Freedom"
So. Patriot (evolution)

p. 44 "Men and Women Living Together"
Old Mole

p. 47 "A Hard Rain's Gonna Fall"
Win

p. 50 "Redstockings Manifesto"
Redstockings

p. 57 "The Grand Coolie Dam"
Leviathan

p. 64 "Sisterhood and the Small Group
Win

p. 65-67 "Alaphabet Soup"
Win

Recommended Reading

Joan Robins, Handbook of Women's Liberation

Germaine Greer, The Female Eunuch

Alva Mydal and Viola Lein, Women's Two Roles

Vivian Gornick and Barbara K. Moran, Woman in Sexist Society

Lucianne Goldberg and Jeannie Sakol, Purr, Baby, Purr

Jaquie Davison, I am a Housewife

Hamida Bosmajian and Haig Bosmajian, This Great Argument: The Rights of Women

David Allen, The Price of Women

UNIT IV Chicano Movement (2 weeks)

A. Development of the Movement

B. Leadership Styles

C. Change Strategies

D. Social Impact

Required Reading

Joan Moore and Alfredo Cuellar, Mexican American, Chapters 1, 4, 5, 7, 8.

Goodman, Movement Toward a New America. Read the items listed below.

p. 232 "Tierra Amarilla"
El Grito 3/10/69, Reis Lopez Tijerina

p. 236-238 "Chicanos Turn to Brown Power"
National Catholic Reporter

p. 238 "The Kids Make Brown Power Work"
National Catholic Reporter

p. 234 "The Brown Movement"
Hard Times

Recommended Reading

Matt S. Meier and Veliciano Rivera, The Chicanos

Armando B. Rendon, Chicano Manifesto

Rudolph Gomez, The Changing Mexican-American

Stan Steiner, La Raza: The Mexican Americans

UNIT V Indian Movement (2 weeks)

A. Development of the Movement

B. Leadership Styles

C. Change Strategies

D. Social Impact

Required Reading

Goodman, Movement Toward a New America. Read the items listed below.

p. 244 "Letter From a Navajo Indian..."
Navajo Times

p. 246 "Speech by Young Indians..."
Shoshoneans

p. 250 "Old Ghosts in an Affulent Society"
Village Voice

p. 251 "Men Without Greed"
San Francisco Express Times

p. 252 "Indians Fighting Back..."
Catholic Worker

Recommended Reading

Margot Astrov, American Indian, Prose and Poetry

Stan Steiner, The New Indian

Dee Brown, Bury My Heart at Wounded Knee

UNIT VI Radical Right (2 weeks)

A. Development of the Movement

B. Leadership Styles

C. Change Strategies

D. Social Impact

Required Reading

Benjamin R. Epstein and Arnold Forster, The Radical Right, Chapters 1-7, and 11-16

Recommended Reading

Seymour M. Lipset and Earl Raab, The Politics of Unreason: Right-Wing Extremism in America, 1790-1970

Alan C. Elms, The American Right Wing

Daniel Bell, ed., The Radical Right

Richard Hofstadter, Paranoid Style in American Politics